SVHS Informational-Explanatory Writing Rubric (Grades 9-12) (Items in parenthesis are SVHS examples)

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| **SCORE** | **4** | **3** | **2** | **1** |
| **Statement of Purpose/Focus** | The response is fully sustained and consistently and purposefully focused:* Controlling idea or main idea (thesis statement) of a topic is focused, clearly stated, and strongly maintained
* Controlling idea or main idea of a topic is introduced/communicated clearly within the context
 | The response is adequately sustained and generally focused:* Focus is clear and for the most part maintained, though some loosely related material may be present
* Some context for the controlling idea or main idea of the topic is adequate
 | The response is somewhat sustained and may have a minor drift in focus:* May be clearly focused on the controlling or main idea, but is insufficiently sustained
* Controlling idea or main idea may be somewhat unclear and unfocused
 | The response may be related to the topic, but may provide little or no focus:* May be very brief
* May have a major drift
* Claim may be confusing or ambiguous
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| **Organization** | The response has a clear and effective organizational structure creating unity and completeness:* Effective, consistent use of a variety of transitional strategies (first, however, on the other hand)
* Logical progression of ideas from beginning to end
* Effective introduction and conclusion for audience and purpose
* Strong connections among ideas, with some syntactic variety
 | The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:* Adequate use of transitional strategies with some variety
* Adequate progression of ideas from beginning to end
* Adequate introduction and conclusion
* Adequate, if slightly inconsistent, connection among ideas
 | The response has an inconsistent organizational structure, and flaws are evident:* Inconsistent use of basic transitional strategies with little variety
* Uneven progression of ideas from beginning to end
* Conclusion and introduction, if present, are weak
* Weak connection among ideas
 | The response has little or no discernible organizational structure:* Few or no transitional strategies are evident
* Frequent extraneous ideas may intrude
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| **Elaboration****of Evidence** | The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:* Use of evidence from sources (in text citations) is smoothly integrated, comprehensive, relevant, and concrete
* Effective use of a variety of elaborative techniques (facts, data, examples, definitions, direct quotes, etc.)
 | The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details:* Some evidence from sources is integrated, though citations may be general or imprecise
* Adequate use of some elaborative techniques
 | The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial or uneven use of sources, facts, and details:* Evidence from sources is weakly integrated, and citations, if present, are uneven
* Weak or uneven use of elaborative techniques
 | The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details:* Use of evidence from source is minimal, absent, in error, or irrelevant
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| **Language****and****Vocabulary** | The response clearly and effectively expresses ideas, using precise language:* Use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose
 | The response adequately expresses ideas, employing a mix of precise with more general language:* Use of domain-specific vocabulary is generally appropriate for the audience and purpose
 | The response expresses ideas unevenly, using simplistic language:* Use of domain-specific vocabulary may at times be inappropriate for the audience and purpose
 | The response expression of ideas is vague, lacks clarity, or is confusing:* Uses limited language or domain- specific vocabulary
* May have little sense of audience and purpose
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| **Conventions** | The response demonstrates a strong command of conventions:* Few, if any, errors are present in usage and sentence formation
* Effective and consistent use of punctuation, capitalization, and spelling
 | The response demonstrates an adequate command of conventions:* Some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed
* Adequate use of punctuation, capitalization, and spelling
 | The response demonstrates a partial command of conventions:* Frequent errors in usage may obscure meaning
* Inconsistent use of punctuation, capitalization, and spelling
 | The response demonstrates a lack of command of conventions:* Errors are frequent and severe and meaning is often obscure
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| **Primary****Traits** |  |  |  |  |

**Comments: TOTAL:**